Agricultural Education

DR. J. C. WRIGHT, DIRECTOR
Federal Board for Vocational Education

If the rural population is not to be the victim of this complex economic and social system, the schools must at least supply that population with a sufficient number of intelligent leaders to guard its interests. — Dr. George S. Counts, Teachers College, New York
AGRICULTURAL EDUCATION

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Thru the Mail

VOCATIONAL AGRICULTURE teachers are particularly fortunate in that their employment is on the basis of the calendar year rather than the academic year. This fact, however, involves an obligation to continue activity and attendance at regular meetings and programs are discontinued for the school vacation. There is frequently a tendency for us to relax, be in bed a little longer, “let down” in one way or another following the more or less strenuous days occurring at the close of most school sessions.

Other teachers are packing up to leave for home or summer schools, some fortunate ones are talking of the big vacation and leaving spare time which they are planning, and others are anxiously preparing to ring door-bells in an effort to supplement their teaching salary with commissions from the sale of books, aluminum or what have you.

Teaching is still, however, the big responsibility of the vocational teacher, and the last endeavor has been to achieve some level of accomplishment in the teaching capacity of our students. It is primarily for this reason that the “let down” does not occur, that I am here to make the most of it.

Think of the ideal conditions for teaching and learning! The home farm and all outdoors for a classroom; the fields, crops, livestock and machinery for teaching materials; a supervised practice program for motivation; and a boy alone in his natural environment, eager and willing to learn. The teacher who does not take advantage of such a situation is certainly possessed of a mental machine inadequately adequate and efficient.

This continued teaching and supervised practice is probably the most important summer activity with which we are concerned, there are plenty of others with which we may well occupy our time. Some of these may be carried out in the course of supervisory visits, others are more or less distinct in themselves.

The summer is a satisfactory time during which to make surveys, both for the purpose of increasing our definite knowledge of community agricultural conditions and in order that progress may be measured. Either general farm surveys or enterprise surveys may be taken at this time.

Many teachers have concluded that time spent in this way is very much worth while, for only in this way can a true picture of practices and production be secured.

It is during the summer months that plans should be carefully and systematically laid out for the coming school year. Courses should be outlined; reference books, bulletins, illustrative material, and apparatus should be ordered and properly arranged; the class room and shop and their equipment should be put in good shape. The whole annual program may be thought out at this time and written down as a guide for the coming year. Progress made on a long time program of work should be checked and plans made for reaching objectives set up.

Some attention should be given also to professional improvement. Special summer sessions are now being provided in some of the states for vocational teachers. The progressive teacher will plan on spending his three or four weeks vacation in this way not less frequently than every third summer. By this means he will keep abreast of progress and fit himself for advancement in the profession.

In spite of all of the above activities and many more which might be mentioned, we should advise that the teacher attempt to get some vacation. He should get away from his work for a week or so at a time, taking whatever form of relaxation he may most enjoy. He will then return to his job with a new spirit and a keen desire to do just a little better this year than he did last.—S. D.
The Evolution of Education for Work

J. C. WRIGHT, Director, Federal Board for Vocational Education

ONE of the most interesting things about vocational education is the necessity for it to travel parallel with industrial progress. As new industries are developed, people must be trained to use them; as new technical information is applied to agriculture, manufacturing, commerce and the home, our people must be educated so as to be able to think in terms of this information and its job. Scientists and inventors create and do, precede the application of their discoveries to the work of the world, but workers must be trained to use the results of the inventor and the scientist before society can realize on the benefits of those inventions and discoveries.

In 1800 a man with a sickle could cut one-half acre of wheat per day; while in 1831 a man with a cradle, having strong arms and a strong back, could harvest two and one-half acres. In 1840, using a horse and one horse power, a farmer could cut six acres of wheat in a single day, but it required five men to bind and shock the grain.

With the advent of the self-binder in 1880 and working from daylight to dark, the farmer was able to cut fifteen acres of wheat in a single day, and it required two or three men to shock the grain.

In 1922 a tractor pulling two binders was able to cut 40 acres of wheat in a single day and now we have the combine, which cuts, threshes, and sacks a field of 40 acres from sun to sun and dispenses with the labor of about 50 men.

The man operating the combine would not be able to carry on alongside his ancestor who used the sickle, nor would his ancestor, if resurrected, be able to understand the operation of the combine. He would need to be given vocational education in auto mechanics, in the care and operation of an intricate piece of machinery and in many problems of farm management which did not exist 130 years ago.

Even today in remote portions of the earth backward people, uneducated and unskilled in modern methods of agriculture, till the soil with the use of a crooked stick and the wooden plow.

In our country, which has probably advanced farther than any other in the use of power machines, the tractor, pulling the gang plow, the harrow, and the drill, prepares the soil and plants the crop all in one operation.

I do not know what constituted a day's work for a man with a crooked stick or wooden plow propelled by oxen, but it is said that one man on some of our western farms can plow, harrow, and seed 25 to 30 acres of wheat in a single working day.

The wheat crop, harvested in the United States in 1920, 50 years ago would have required at least 20,000,000 more farm hands than are required today. To keep up with this procession is one of the problems of vocational education in agriculture.

In manufacturing and commerce we have a similar picture. A machine has been invented which produces 8,000 5-gallon glass carboys in 24 hours. This one machine is capable of producing all of the 5-gallon glass carboys that are consumed in the United States.

As another indication of progress in the glass industry, we are told that one man could produce 100 2-ounce prescription bottles by the old hand method, but with the advent of a new machine he is able to produce 4,500 of these prescription bottles in the same amount of time. In other words, it would require 40 workers to produce in one hour by hand as many bottles as the up-to-date automatic machine produces in the same time.

When Edison invented the electric light the idea was laughed out of hand.

Previous to 1920 the most skillful workman could make only 75 electric light bulbs in a single day. In that year an automatic machine was perfected which could produce 75,000 electric light bulbs every 24 hours; thus, displacing 394 men for each machine installed.

But even machines are capable of being improved, and we are told that this machine as now perfected has increased its capacity so that it now displaces 2,000 men who formerly made electric light bulbs by hand.

James J. Davis, our secretary of labor, was an iron puddler, as was his father before him. The job called for a strong body and an intelligent head, with trained hands. While the number of men employed in the production of pig iron has increased 137 percent since 1850, the production of pig iron has increased 6,375 percent. In 1850 the annual output of pig iron per man was 28 long tons. In 1927 the output had increased 4,571 percent.

During the days of their bondage in Egypt the Israelites made brick by hand and furnished their own materials. We do not know the standards of output under those conditions, but we are told that in Chicago a brickmaking machine is now in operation which makes 49,000 bricks per hour, while only a few years ago it took one man an entire day to make 450 bricks.

Thus, the flow of production widens and deepens. A great many jobless men pour out of the doors of factories giving way to the output of the machines.

In seven years the number of workers in what are called the productive industries fell off 1,300,000 according to an estimate made in the Department of Commerce. In the same period the net decline of employment in the industries of transportation and communication exceeded 200,000 and the government services dispensed with some 220,000 workers. Here are nearly 2,000,000 eliminated jobs and nearly 2,000,000 persons forced to find new employment, some of which may be assumed that they have not the means to enable them to live in idleness.

If you have ever looked for a job after week with the fear or fact of poverty oppressing you, you can perhaps appreciate the misery inevitably brought about by these changes in production methods; changes which mean a larger volume of production, larger opportunities and cheaper goods for the consumer, but also displacement and unemployment for large groups of workers.

But every cloud has a silver lining. There is a bright reverse to this black picture which I have painted. Our industries would not be in a state of progress unless there were declimbing trades and methods of production becoming obsolete. The village blacksmith shop has been forced to become a service station. Such changes and readjustments seem inevitable unless we are content, as we are not, to forego the benefits of increasing productivity of capital and labor.

As items on the credit side of the account, we are told by Secretary Davis that seven years ago there were only 25,000 workers in the radio industry, while now there are 150,000; that electric refrigeration was virtually unknown in 1920, while now it gives employment to 40,000 people; that oil heating has created 30,000 new jobs; that the number of insurance agents has increased almost 100,000 in seven years; that from 1920 to 1927 the number of persons employed in the motion picture industry grew from 200,000 to 350,000; and so on for each item of decrease we have as an offset other items of increase.

We are now utilizing the services of 185,000 more teachers and professors than were employed in 1920; 22,000 more lawyers; 17,000 more clergymen; 5,000 more doctors; and 25,000 more dentists.

In 1917 the number of directors, supervisors, teacher-trainers, and teachers engaged in giving vocational education was only a few hundred; today, in 1930, there are more than 25,000 thus employed.

Summing up the losses and gains of employment during the seven years from 1920 to 1927 it seems that the areas of industry covered under the terms production, transportation and communication, distribution, professional and semi-professional occupations, domestic and personal service, and government service, we find that 2,000,000 jobs (Continued on page 168)
During the winter of 1925-26, the vocational agricultural department at Richland Center, Wisconsin, attempted its first evening school with all the uncertainties and misgivings of any new enterprise. Were there possible students in the community? If so, how could these be interested? How should classes be conducted? What subjects should be considered? Could interest be maintained over a period of years? In fact the first evening school may have been organized more in response to the encouragement from the state department than from any realization of a local need or opportunity. However after nine such schools have been conducted within a period of six years, certain rather definite conclusions have been reached that, while not new, may be of interest to those who still are doubtful as to the permanence and the worthwhileness of evening class work.

If we may judge from the attendance and enthusiasm of these nine evening schools during the last six winters, we must conclude that there are young, old, and older men in this community who can be interested in organized instruction and who will make a great effort to be regular attendants of the classes. With an average attendance of eleven in 1925-26 the number has steadily increased until this school just closed had an average attendance of 56. The age range is from 16 to 60 with the greater number in the twenties and thirties. Many have been students for four and five years, seldom if ever missing a class.

One young man drives over thirty miles, yet has a perfect attendance record for five winters! Another walks five miles and has a perfect record for three years. Several drive as much as 40 miles and have an attendance of 90 percent for two to four years. In the group attending the evening school this winter we have some who did not miss a meeting. From these facts it can be seen that our most acute problem is no longer attendance, but the problem of handling large groups.

Our evening school efforts have recognized two distinct and important duties, education in practical agriculture and education in sociability and understanding. The first has been undertaken thru organized class meetings and the second thru group games. Classes start and close promptly on time. They last one and one-half hours, with unlimited opportunity to continue the discussion at the close of the class periods. Group games, such as basketball and volleyball, create group spirit and develop acquaintance to a remarkable degree. Every one is urged to participate in the class discussions and games, and the majority do.

Very little preparation by the students is expected. However at each meeting a definite list of the subject for the next meeting is given and all are urged to bring their problems and questions along that particular subject. From thirty to forty minutes are generally used for the presentation of the subject matter, using every device to create interest. Each class time we use charts, graphs, experiments, demonstrations, movies, slides or the actual material under discussion. Much effort is expended in having an interesting presentation, as we realize that interest is the basis of success.

If farm machinery is being studied, we have the machines in question before the class; if feed grinding and hammer mills are to be considered, we have the mill set up and actually operate it before the class. The last forty minutes to one hour of the class period is used for discussion, and to take up the questions and problems of the students. This seldom fails to be the most interesting and profitable part of the class. Generally we must dismiss the class as the closing time arrives and continue an informal group discussion among those who care to stay. If possible we distribute bulletins or mimeographed material upon the subject.

This is important as it helps the students to become interested in reading and searching for further information. Once or twice each winter we have a specialist from the college of agriculture or some manufacturing concern appear before the group. This is done as much for the sake of interest as for the purpose of securing the latest and most authentic information. In short we plan each class to be as snappy, interesting and practical as possible, and we think we can judge our success or failure by the response of the students during the discussion part of the class period. The latter part of the evening is spent in the gymnasium playing basketball and volleyball.

A further test of the value of evening schools is the amount of improved practice established on the farms of the students thru evening attendance. Very few fail to develop some new idea as a result of their evening class work. In some cases it may be only a better feeding program for dairy cows or poultry, or half acre fertilizer test, while in some cases it is a more spectacular piece of work, such as a 16-acre drainage system or a soil building program for the entire farm. Each student is urged to think of his own problem and try out some new solution. Elaborate records are not kept for records sake, but we do insist that sufficient data is accurately recorded so that no guessing as to results is needed. Repeatedly we argue "Why guess when you can know?" While we do not require projects, very few cannot show progress due to evening school attendance. Since the real purpose of vocational agricultural instruction is to improve farm methods, we feel justified in our procedure. With some students the best results come a year or two after the actual class work. If we can get the students to do some real thinking about their own individual farm problems, the practical application of our teaching will surely come.

Adult education in agriculture seems to have become a permanent part of the vocational work at Richland Center. It has created a genuine interest throughout the regular school system, as well as in the community. No doubt new and unforeseen problems will arise in the future, but we believe that we can maintain interest by giving practical agricultural instruction in an interesting manner and by developing sociability and citizenship thru proper group activities.

The Evolution of Education for Work

(Continued from page 107)

have been lost and nearly 2,500,000 gained.

The moral which we who are engaged in vocational education should draw from this situation is an appreciation of our responsibility for providing these 2,500,000 workers with the necessary help in selecting their new jobs and in securing vocational training thru the education for efficient service to their new employer. Most of them are willing workers; most of them are in need of an honest day's work; all of them are face to face with a new economic condition which they can not understand; some of them are illiterate, and many of them find their previous education of no particular value under these changed conditions. The skills which they had formerly possessed are no longer in demand; the world they know is a thing of the past. Without an opportunity to adjust themselves to these new conditions; to new demands of industry, calling for new skilled hands and new technical information, many will fall by the wayside and become idle parasites living off the work of others, or dependents, criminals, and unnecessary victims of the "iron man."

Agricultural Education, May 1931
Giving Evening Schools a Feeling of Permanence

ALLEN COOK, Teacher of Agriculture, Kearney, Nebraska

"G"et all the information you can this year, Vernon, because next year you'll have to run the farm and let me enroll you in the vocational agriculture department," said one dad after completing his first inspection trip thru the farm shop and agriculture classroom. He said it jokingly as he had never heard of high schools offering work for adult farmers. But he truthfully expressed a desire that is found in the minds of many dads when they see the need for these future farmers doing and the equipment that is available for them to use.

I had never taught any evening classes, but that statement made me resolve to start one as soon as conditions were right. Preparing for the next year, I knew that farmers would now become an important factor in the vocational agriculture department of the Kearney high school.

Three schools have now been completed in the Glendow community and two in the Odessa community. The same procedure has been used in both communities but these remarks will be mainly about the Glendow class as it is the older of the two.

The latest class was organized in October, 1933. It was really a reorganization and was fairly simple because they had already selected swine production for their next topic before adjourning the 1929 class. I first consulted a leading citizen, an agricultural college graduate and dirt farmer, who was chairman of the group for the 1928 and 1929 classes. At this time we decided on a date for the first meeting. All regular meetings were held at their schoolhouse. Then letters were written to all who were enrolled in the previous classes, and also to other farmers in the community who might be interested. These letters told the date and place of the first meeting and outlined a long series of swine production problems from which ten or twelve might be chosen for the evening discussions. Some questions that might need answering were suggested under each problem.

I prepared several newspaper articles along the same line as the letters and these were published during the two weeks preceding the first meeting. The F. A. F. A. also assisted in the publicity as this was a part of their program of work. Some of the later meetings were announced over the radio from the capitol, 150 miles away.

The board was prepared for the first meeting. A chairman and a secretary were elected first. These officers are a great deal of assistance to the instructor and also helps the group to feel that the class belongs to them and not to the high school. It was agreed upon to meet once a week. I then placed the suggested problems on the blackboard. From these the group selected problems to fill 12 evening discussions. A minimum of 10 meetings is suggested for this state but it is seldom that a topic can be thoroughly covered in that length of time. After these preliminaries, which really take very little time, the first problem was discussed.

Under each problem for discussion I tried to anticipate the questions confronting our farmers. This is not so hard to do if one is well acquainted with the community. Most of the problems of the day school are also problems of the evening classes. I made mimeographed copies of these questions and had them ready for distribution at each evening session. Suggested solutions of these questions were also placed on the sheets.

Before distributing the sheets, however, I often asked the major or minor point of view of the experience of the group and set up as a basis of discussion for that evening. The lesson sheets, then, would serve as a guide for that discussion. Often a question would be set up that would not be on the sheet but which cases it could be written on the back.

The solution of questions that I place on the lesson sheets are usually practices taken from experimental data. This must be supplemented in the discussion by the experience of the members. In a group of 40 I can usually find several that have tried the various practices, and their experience is extremely valuable to the group.

In trying to find out the value of lesson sheets, I have held some meetings without preparing them. It seemed that at these meetings the discussion was not as effective and the demand for the lesson sheets was so insistent that they had to be prepared later and handed out anyway.

Members missed a meeting invariably called for the lesson sheet for that meeting. As a matter of fact, members asked for the whole series of sheets to send relatives or friends living at a distance who could not attend the meetings.

I think that the lesson sheets, together with certain charts and graphs that I prepared, were the most valuable teaching aids that I used. A tour to several farms of the community to view some good and bad practices was also a great help. This was taken about the middle of the course.

For the last meeting I prepared what I called a check sheet of improved practices. On this list the improved practices discussed during the course were printed, thus making a sort of summary of them. These practices were placed on the right hand side of the page and three blank columns were placed on the left hand side. These were labeled "already using," "partially used," and "new practice this year." By placing a check mark opposite each improved practice in one of the blank columns, the member could quickly and concisely convey to me the status of improved practices used on his farm and which were to be adopted this year as a result of the evening school. Two sheets per farm were given out and the representatives were asked to check them in duplicate. One copy was then handed to me to keep the other for reference.

The effectiveness is indicated by the fact that on the 25 farms represented, 89 improved practices were adopted this year.

This check sheet is useful in many ways besides the information that it gives regarding improved practices; it shows definitely what might be termed the supervised practices to be carried out on that farm, forms an effective basis for follow-up work, and will lay a good foundation for a discussion of results at next year's class.

For follow-up work I will visit each farm and pay particular attention to the improved practices adopted this year as indicated on the check sheet. In each case the check sheet will make the approach much easier, and will also make the member feel more responsibility in using the practices indicated.

Before adjourning the last meeting of this course, the group selected the subject "milk production" for next winter's work and also set the date for the first gathering. This gives the class a feeling of permanence and makes reorganization and preparation a less difficult matter.

Ten Good Rules for Professional Improvement

1. Visit and know successful teachers of agriculture.
2. Associate with successful farmers.
3. Actively participate in such organizations as the Farm Bureau, Grange, and like.
4. Whenever possible practice agriculture, even tho it may be no more than the keeping of a back-yard flock or a garden.
5. Register for extension, home study, and correspondence courses.
6. Read the latest agricultural writings. (Agricultural Education magazine.)
7. Read the new books and articles coming appearing on school administration, teaching methods, and the like.
8. Cultivate the ability to evaluate new ideas, and a receptive attitude toward their trial.
9. Plan some definite graduate study, either full year or summer session.
10. Concentrate professional efforts along definite lines of improvement.
Methods

Class Procedure in Fact Finding
C. F. CLARK, County Coordinator, Philadelphia, Mississippi

Probably there are as many methods of teaching vocational agriculture as there are vocational agriculture teachers. I have tried several variations of a great many different methods, but the following procedure is the most effective that I have found. This plan consists of four main steps as follows:

1. Selection of the problem and development of a responsive attitude.
2. Setting up the aims or objectives and determining the method of study.
3. Making the study.
4. Making decisions on each practice of the job.

The first step is one to which entirely too little attention is given. Too often the teacher announces to the boys that we will take up a certain problem today, when, in fact, it is no problem at all to the boys, and delves directly into the study. An interest must be developed before learning occurs. All learning comes as a result of a felt need. Unless the job is one that falls within the supervised practice program of all the boys, it is undoubtedly better to visit the home of each boy to determine the extent of the need on his farm for studying the problem, and to arouse a consciousness of this need in the mind of the student. But let us suppose that the problem is one that falls within the supervised practice program of all the boys in class. The boys are questioned about how they are going to carry out their projects in such a way as to cause them really to see a need for studying the problem and almost to demand that we collect such information as will serve as a guide for their doing this job.

When the students have reached this point they are ready for step number two, “Setting up the aims or objectives and determining the method of study.” In my opinion, if vocational agriculture does nothing else but to help farmers—present and past—to develop methods of attacking and solving problems, it has served a great purpose. The boys are assisted by the teacher, thru the conference method, in setting up the objectives to be reached in the study of the problem. The problem is definitely fixed in the minds of the students before any study is attempted. The objectives are often referred to in order to see that the proper methods are being set up for the solution of the problem. Insofar as the students are able, they are allowed to determine the method of study, but of course, the teacher has to do a great deal of suggesting. The suggestions should be given very tactfully so as to cause the students to feel they are solving the problem and that the teacher is not doing something upon them. It is their problem, if it is a problem at all, and they should certainly be allowed and caused to feel it as such throughout the study and practice.

When the objectives have been set up and the method of study thoroughly understood by every student, they are ready for the study. At the beginning of the session, the boys decided that there are two main sources of information that they can usually rely on in the study of practically every problem; namely: the experiences of farmers and results of experiments on the job. The boys seem to be partial to the experiences of farmers of the community, so we have made it a practice to survey the experiences of the local farmers before a study is made of results of experiments. But before we can make such a survey, we must know what facts we need to gather in order to solve our problem. So we must set up a data sheet covering the information that we need to gather. As a rule, the boys are very good at setting up these questions. Usually the data sheet is set up one morning and the surveying begins on the next morning. This gives time for a number of copies of the data sheet to be mimeographed.

Since the problem is really one that is vital to the boys, they have been very considerate in the use of their own cars in making the surveys. Each car goes out on a different road from the school. The drivers of each car make no surveys, but keep the car going continuously. He carries the other boys down the road, dropping one boy off at each farm. When he has delivered the last boy, he returns for the first one and carries him to another farm. This process is continued through the class period. As many class periods are used as are necessary to give a sufficient number of surveys for fairly accurate comparison of results of various practices. Usually, seventy-five or a hundred surveys are made, and it usually requires not more than three or four class periods, depending upon the character of the survey, the ease of finding the farmers at home, the number of boys present, and the number of cars available.

When a sufficient number of surveys have been made the students must be given close supervision in summarizing them. A great many comparisons can usually be made if the surveys are properly summated. Throughout the course of making and summarizing the surveys due cognizance is taken of the fact that these results cover a period of only one year and that no accurate weight nor measurements have been made. For these two reasons the boys realize that the results of a local survey cannot have the weight as carried by the average results of three years or more on the job.

Before a study of the results of experiments is begun, the objectives are carefully reviewed in order to see that the students may determine the proper experiments that they shall look for. These experiment results are studied from each student’s individual bulletin, the problems having been anticipated and bulletins ordered by each student. The results of all experiments from each nearby experiment station are averaged for at least the past five years if such results are available. As a result of this search for data, the boys have developed a dislike for opinions of so-called “authorities.” They want the actual results in order that they may make their own decisions.

No objections are raised to boys exchanging work for the sake of making better jobs on the solution of the problem, but no boy is held back for the sake of a slower boy, nor is he requested to help the slower boy. If it develops that some boys are falling behind materially, they are given individual help after class or at other odd times.

When the summary of local surveys has been studied along with the averages of experimental results, each boy, taking his home conditions into consideration makes a decision as to how he is going to carry out each step of the job. The decision is always written. Enough of the home farm conditions and data are given with each decision to serve as a basis for showing why this conclusion was reached. Some teachers have disagreed with me on this point, saying that only the decision should be given and not the basis for decision. But I have found invariably that a new student cannot give a clear reason for having reached any decision that he has made. After the boys have begun the practice of clearly justifying each decision, they want to keep it. It was stated above, if vocational agriculture does nothing but help farmers, present and future, to develop methods of attacking and solving problems, it has served a great purpose.

(Continued on page 173)
Oklahoma Boys Return for Short Course

K. D. Nelms, State Supervisor, Oklahoma

In EVERY locality, there are numbers of farm boys between the ages of 14 and 21 who have for various reasons dropped out of school. Within a radius of a few miles of Clinton, Tom Dale, the vocational agriculture teacher, with the cooperation of the superintendent of schools and others interested, found that there were 90 such boys.

In addition to his other duties as a vocational agriculture teacher, Mr. Dale made a special effort to get their minds turned toward the months of November and December to make contacts with these boys to train them to learn of their problems and interest them in a short course for the study and practice of those of greatest interest to the group.

He was enabled, in a house to house canvass, to contact 42 of the 90. He followed this with letters announcing more of the details of the proposed course and the date of opening.

The class met for the first time in the city hall at Clinton on January 5, with 10 boys, the number increasing in two or three days to 19. The class subsequently moved to the vocational agriculture room at the high school. Eighteen attended regularly through the six weeks, meeting from 10 to 12 o'clock each morning.

The average age of the boys was 17½ years. Only two had ever attended high school. Three had not completed the eighth grade. Two lived in the Clinton school district, the other 16 in adjacent or nearby districts. They live an average distance of about seven miles from Clinton, the farthest being twelve miles. Four or five of this group have resolved to attend high school next year. Others have indicated that they want another Part-time Course next winter which will, no doubt, have a large increase in attendance.

The members of the class will continue to meet one night each week throughout the spring and expect to attend monthly meetings for the remainder of the year as they have organized a chapter of the Future Farmers of America and will participate as a unit in the state program of the Future Farmers of America.

Some of their early activities will include a Father and Son banquet and the sponsoring of a lecture from which they expect to raise funds for defraying the expenses of their group in attending the Oklahoma 4-H and F. F. A. Livestock Show in March. This will be the first ever of the kind which members of the group have ever attended.

Subjects presented as of special interest to different members of the group coming in for study and instruction include the following: Cotton Outlook for 1931; Choosing a Variety of Cotton; Determining the Type of Power to Use on the Farm; Terremoing, Including Running the Lines and Constructing the Terraces; Vaccination of Hogs; Livestock Judging; Contracts, Leases, Farmer Law (presented by Judge Keen); Ordering Federal and State Bulletins; Livestock Breeding; Livestock Feeding.

Supervised practice in these jobs and problems is contemplated for the remainder of the year.

Mr. Dale reports that he has never instructed a group of boys that took a keener interest in their work or did it more effectively considering the time available, than this group.

It is estimated that there are more than forty thousand such boys in the state. Several other vocational agriculture departments are doing some work of this type in addition to their regular work with groups of high school boys and adults in evening classes. Superintendent Hahn of the Clinton schools is pleased with the results and declares that when it becomes more general throughout the state, it will represent one of the greatest services that the educational system of the state can perform.

Read your magazine and you'll get your dollar's worth.

Part-Time School Successful in Oregon

Burris L. Young, Director, Vocational Agriculture, Dayton, Ore.

The vocational agricultural departments of Oregon recognize that there are three distinct groups of farm-minded people to serve in the community. First, there is the group of day students who are lucky enough to attend full-time classes; then, there is the group of adult farmers in the community who can be enlisted in the evening classes, where they are given help in solving their farm problems; last but not least, there is the group of part-time students, consisting of farm boys who have to drop out of school thru one cause or another.

To make a real success of this work, the instructor of vocational agriculture must be told to his work and be a firm believer in the old adage that "He who serves best, serves most."

The part-time students are perhaps the most interesting of any group. During the late fall and early winter, I conducted such a course, giving 15 well spent evenings to the subject of Farm Mechanics. This subject was chosen because there was a real need in the community for this type of instruction, due to the increasing stimulus of power machinery on the farm.

One of the live problems in putting over a part-time school is that of obtaining results which you can measure as an outcome of the good received at the meetings. Is it not enough to say 16 boys turned out each Monday and Friday evening? The real question is a carry-over of improvement to the home farm, for if this is not possible how can the instructor be even reasonably sure that his instruction and time spent went over the top, serving the purpose intended?

As a result of my part-time school the farmer has installed a farm shop, including a forge, anvil, and other tools, for his four nephews who help run his big farm. Two brothers who attended the classes have also decided to put in a farm shed and farm shop so they can repair their own equipment. Two other young men are carrying berry projects and have plans for farm shops. One boy has agreed to carry three acres of early peas and has taken a chance on the mild winter and has them planted already, a few sunny days will see them up. Still another boy has about five acres he is putting in corn and potatoes; has a Chester White sow and litter of pigs; 13 colonies of Italian bees from which he expects to make a labor income of well over $200. These are not boys real-blooded farmers and the evaluation of the aid the agricultural instructor has given, must necessarily come from final application of results on the farm.

[Editor's Note: Mr. Young's course as described above appears to have been effective, but I am wondering if it should not be labeled "Evening School" rather than "Part-time."]
Supervised Practice Converted Jimmie Jensen

L. R. IVINS, Teacher of Agriculture, Lund, Nevada

I N DISCUSSING this very important phase of the vocational agriculture program I am going to use a particular boy and his work as an example. This example will show in replica on a larger or smaller scale what each successful project is when it has achieved the purpose for which it was planned. In this case, the project of Jimmie Jensen of the Lund High School, is used for the purpose.

Jimmie Jensen is in his third year of vocational agriculture at the Lund High School. He has carried thru a project with his associated supervised farm practices. He began his vocational work as a sophomore with little more in mind than to make some money out of his project to buy an automobile. Now, his ambition as a senior is to win the greatest distinction of Star Farmer of America. This work with its development thru successful farm practices will build up a substantial and ambitious attitude toward the future.

Three years ago Jimmie's father wanted to sell his farm. An older boy had gone away to work in a wholesale house and Mr. Jensen was not able to control the place properly and hired help was very unsatisfactory. The suggestion was made that part of the farm would make Jimmie a fine project. The boy's associations were not the best so the father wholeheartedly co-operated in anything that might mean giving Jimmie a more vital interest in his school work and keep him on the farm.

Jimmie decided to take one-half of the farm of about eighty acres, fifty-five of it irrigated and under cultivation. He was to take it on the same basis that other farms in the section were rented, on a share basis. He was to assume all managerial, operative and financial responsibility and receive one-half of the crops.

Records were carefully kept and at the end of the first year he received a labor income of $989.50. Along with other supervised practices many improved practices were used such as cleaner ditches, earlier cutting of alfalfa hay for dairy feed, earlier planting of grain in the spring, leveling land to make irrigation easier and simpler and planting more oats than usual. This last item covered but four acres of irrigated soil, having raised only one crop of any kind. In the early plans this was to be left idle but upon the recommendations of his instructor and the state supervisor it was planted to oats and produced a 1½ bushel crop. This supervised practice alone increased Jimmie's income by $150.

The first year Jimmie purchased all his own clothes, had all the spending money he needed and purchased four fine purebred Holstein heifers. He didn't buy the car because a careful check was made on the first cost and the other expense and upkeep and Jimmie decided that the cost was more than the returns.

For a project in his second year's work Jimmie took over the whole farm on a half share basis. During this year two of his improved supervised practices were planting 10 acres of rye on some unused land and 2½ acres of potatoes where potatoes had not been produced on the farm for several years. Strange as it may seem these were the only two crops that paid any profit except his 35 acres of alfalfa hay. Chinch bugs made almost a total failure of all his other grain crops, but, even with all the hard luck of a bad year, Jimmie had an income of considerably more than his first year besides the increase in value of his dairy herds, two of which have been freshened.

In this, his third year of vocational agriculture Jimmie is continuing with the farm, is going to keep records on the cows and expects to follow farming after graduating with the idea of paying his expenses thru the agricultural college.

This farm project is almost ideal when considered vocationally. It consists of a cross section of the farm and community practices, potatoes being added to a well balanced alfalfa hay, grain, dairy, hog and chicken ranch where a good market demands diversified farming.

A Large Class Project

B. B. ZIMMERMAN

Vocational Teacher, LoSueur Center, Minnesota

THE largest turkey ranch in Le Sueur County is the turkey project of the vocational agriculture II class of the Lo Sueur Center high school. Last April seven boys in this class and B. B. Zimmerman, their instructor, pooled their funds to raise turkeys in large numbers. They purchased the materials and constructed three brooder houses. The inside equipment was then installed. Many of the pouls were bought as day old pouls, others were incubated from eggs. The labor has been divided between all members of the class. Since school started a full a caretaker and watchman have been hired to do the class still supervises the feeding and management problems. Today a visit to this class project reveals hundreds of turkeys eating, drinking, fighting and enjoying their spacious cages. To be exact there are 553 turkeys. The losses from all causes have been below 15 percent, a comparatively low figure in turkey raising. The class has followed the Dr. Billings, of University Farm, plan of raising them in large number and using sanitary measures of combating diseases. The fact that most of these birds now weigh over 18 pounds is proof that sanitation pays. Hundreds of people have visited this project and studied the methods being used. The boys are now hoping for a fair market price for "America's Holiday Treat."

Oregon Student Makes $18.83 on Projects

WALTER C. LETH

Newberg, Oregon

A LABOR income of $818.83 from his project in pastures and crops is the accomplishment of Richard Carter, a student of vocational agriculture in Newberg High School at Newberg, Oregon. This income is from a project on 3 registered Duroc-Jersey sows and crops. Richard Carter was presented with a silver cup by the National Bank of Newberg for having the best animal project in the Newberg department.

Carter's next year's project which is all planned and started indicates his interest in pasture work. It consists of 7 registered Duroc-Jersey sows and 2 registered Duroc-Jersey boars, 19 acres of pasture land, 2 stands of clover, 32 acres of alfalfa hay, corn and barley. Besides being successful in farming Richard Carter is one of the outstanding boys in the department. He is president of the local chapter of F. F. A., is at the head of the Newberg F. F. A. Co-operative Swine Association, he was high man on the Newberg judging team at the Pacific Intermountain, was high man on the Oregon judging team at Kansas City this year and took fourth in the national judging contest; he was captain of last year's F. F. A. basketball team; and is active in other school affairs.

Agricultural Education May 1931
MUCH information on home projects for agricultural students has been printed and broadcasted through various mediums, consisting largely of material on plans, project books or inspirational stories of successful individuals carrying home projects.

This information has met a definite need, but was only useful to the boy who could arrange the financing of his project, and to the boy whose resources were very limited, it presented a serious problem, or perhaps utter discouragement. In many cases it has been the custom of the local banks to provide any necessary finance for worthy agricultural students, but occasionally the banks have not cared to assume that responsibility.

As this situation has arisen, our agricultural classes, some method of meeting the difficulty was necessary for the best interests of all concerned, especially the boys. It was thought that by presenting the matter to the local Farm Bureau, and explaining the seriousness of the problem, it could be most in sympathy with it, that perhaps a committee be appointed to determine what might be done to remedy the difficulty.

After some discussion a Future Farmer Loan Committee was appointed by President Claude Rouche. This committee decided to send a letter to a number of the more prosperous citizens of the community explaining the idea and enlisting their co-operation. An outline of the plan was drawn up by the agricultural teacher in co-operation with the Superintendent of Funderburg, who submitted it to the school trustees for their endorsement. This plan accompanied the letter to the local citizens.

At a later meeting this P. F. A. Loan Fund Committee, when plans were to be formulated to follow up these letters, it was decided not to solicit the individuals, on account of the depressing economic conditions prevailing. However, it was thought that some of the local civic organizations might have funds available, which they might be willing to loan to such a worthy community enterprise. Different organizations were approached, and the idea explained by members of this P. F. A. Loan Fund Committee, with the result that the Kingsburg Tuesday Club, a member of the National Federated Women’s Clubs; the Masonic Lodge; the Kiwanis Club, and the local American Legion Post, each loaned $100 to initiate the fund. The Farm Bureau not having any available funds, were unable to participate, but deserve great credit for their initiative and loyalty to this project, in addition secured the donation of 500 baby chicks for working students from a local hatchery. The Kingsburg Chamber of Commerce has accepted the responsibility of administering this fund, and have issued notes to the various organizations as security for their loans, with the idea of incorporating this project in their program of work. The latter organization seemed to be best to administer the fund, as it is a legally incorporated organization, and represents a wider cross-section of the various organizations participating in the fund.

One of the local attorneys worked out some of the details, and presented it to the local organizations for their consideration.

By this method it is now possible to assist most of our under-privileged Future Farmers, thus aiding them to widen their horizon and to get a better vision of the future possibilities of California agriculture.

**PROJECT ACCOUNTING**

A series of articles on project accounting will appear in the next few months. This is one of the many unsolved problems in vocational agriculture and such discussions should be gladly anticipated by readers of Agricultural Education. The first article will be contributed by Professor H. M. Hamlin of Iowa State College.

**Class Projects Finance F. F. A. Activities**

FROM many states, we have received mention of class projects conducted by F. F. A. members and the proceeds used to finance camping trips, pay expenses of delegates to the national convention, provide for father and son banquets, and the like. Such projects reduce the amount of dues paid by members, add interest to vocational agriculture work and teach the boys to carry out activities for themselves.

A good example of such a class project is found at the St. Cloud, Florida, chapter. Last year, this chapter project paid all state and national dues, financed a father and son banquet, a chicken pluck, and a camping trip. This project is carried in addition to the individual home project of each member.

**Marketing Taught By Actual Practice**

C. L. KUTLIS

Antioch, Illinois

WHEN the fall term began at the Antioch Township High School, a course in farm management and agricultural economics was announced. Seventeen boys enrolled.

One of the first steps was to make the course as practical as possible so that some of the phases studied could be tried in practice. Before much time had passed, the boys, together with their instructor, organized an organization meeting, drew up a constitution, adopted it, and elected officers. The organization, known as the Antioch Future Farmers’ Cooperative, soon appointed one of their members as manager and another as bookkeeper and began doing business.

Matters of policy are discussed during class periods, but the manager and the bookkeeper do their work outside of class hours. The manager does all the buying and sets the selling price of the commodities handled. Twice annually after the share holders are paid their 6 percent dividend the balance of the profits are proportioned among the members.

The manager finds a market for the farm products among the home folks of the school pupils, the school cafeteria, the farmers, and the people of the village. Eggs are sold in a carton under the Future Farmer brand.

According to the books, from September 15, to January 20, a period of about four months, $345 worth of farm products were sold through the Co-operative at a profit of $30.

A new set of officers is now carrying on the work during the second semester, and indications are that a greater volume of business will be done owing to the usual spring rush of buying seeds, plants, hatching eggs, and fertilizer.

To give one idea of the kind of business done, a list of the products sold is here given:

- Dressed poultry: 220 pounds
- Shelled corn: 1,000 pounds
- Small grains: 67 bushels
- Onions: 31 bushels
- Apples: 23 bushels
- Potatoes: 25 bushels
- Hubbard squash: 260 pounds
- Honey: 80 pounds
- Eggs: 55 dozen
- Maple syrup: 26 quarts
- Other vegetables: 432 pounds
- Miscellaneous: $4.30

The work will be continued during the summer even if a part-time manager will have to be hired. Mostly eggs and poultry and fruit and vegetables will be handled in summer. As Antioch is a great summer resort town, a large volume of business is anticipated. One of the local butchers has agreed to handle the eggs.

**Class Procedure in Fact Finding**

(Continued from page 170)

The decisions made by the various boys differ—not widely—but they differ to a certain extent, mainly due to home farm conditions. The practices used upon the boys do not usually reach the level of best experimental results, but are much higher than the average practices of local farmers. These written decisions are kept in the classroom during the school session and are used until needed at home to begin the job.

No attempt is made here to deal with the supervised practice, since this article is limited simply to the classroom procedure. Any one with experience in teaching vocational agriculture can understand that they take more time, and plenty of it, but real learning is a slow process. We may cover ground in a hurry, but we cannot cause students to learn in a hurry. Students taught by this method accept experimental data very much more readily than by the method that I have ever used. The best method in teaching that I have ever found for saving time is to take plenty of it.

(Due credit should be given Messrs. Holloway and Roberts of the Rural Education Department of the University of Arkansas for the development of the local survey. So far as I know, the use of the local survey had not been so well adapted to the teaching of vocational agriculture until the release of a method that they have recently developed.—C. F. C.)
Farm Mechanic is taught as a year's course in the Junior year in all but three or four of Wisconsin's 76 departments of vocational agriculture.

The content of the course in farm mechanics has been continually changing to meet the changing needs of Wisconsin farms. A decade ago the course was a semester of woodworking or farm shop which in many cases was not very applicable to conditions on the home farms, and a semester of farm mechanics which included rope and lathe work, farm drainage, some study of gas engines, and a little study of farm machinery.

According to the 1920 census, Wisconsin had an investment of over one hundred and sixty-seven million dollars in farm machinery and equipment or nearly nine hundred dollars on every farm of the state. That indicates, of course, that on many farms especially in the richer dairy sections of the state, this investment is well run into several thousand dollars. The study of farm machinery therefore becomes an increasingly important problem.

Its importance has been reflected by increasing attention to the care and repair of farm machinery in farm mechanics courses. This study has included setting up, adjusting, and repairing such implements as mowers, corn planters, cultivators, harvesters, grain drills, plows, lime spreaders and manure spreaders. To accommodate this type of work, driveways have been built into school shops or separate shops have been constructed. In some cases where the school shop has not provided sufficient facilities, excellent study has been made available thru the use of the shop of the local implement dealer where the boys have set up machinery and studied adjustment and operation. In other cases, several days have been spent in studying machinery on nearby farms. In some cases, machines have been taken apart and taken into the agriculture room in pieces. In fact, I know of one community in which the soil fertility practices of the community have been revolutionized because the boys found an old lime spreader which they overhauled so it was usable and by putting it into operation began a liming and fertility program which has benefited the community. We are requiring in new departments that a shop at least 24'x30' shall be provided.

The use of the tractor has been another revolutionary development in Wisconsin farming. According to the census of 1920 there were about 9,100 tractors on farms in the state. In 1927, there were about 36,000 with some counties reporting tractors on 48 percent of their farms and in 1928, the number had increased to 41,000. This situation has increased the necessity for training farm mechanics in the care and operation of the tractor. This need has not yet been adequately met in our farm mechanics courses although there is an increasing amount of attention. Attention is being given especially to the managerial phases of tractor operation. In a few cases, the boys are actually given lessons in tractor operation at dealers or on farms. In all cases, boys coming from farms where tractors are used are being given instruction in tractor care and management.

More progress has been made in the study of problems of rural electrification than in any other branch of farm mechanics study in this state. This progress has largely been because of the rapid development in the use of electricity and the active assistance of the Department of Agricultural Engineering at the Wisconsin College of Agriculture. In 1927, 17 percent of Wisconsin farms were using electricity. At the present time, 82 percent or 52,000 farms in the state are electrified and 6,000 to 8,000 farms are connecting to high lines annually. To meet the needs in connection with this rapid development, we began a year ago the introduction of part-time and evening schools in rural electricity. At first teachers felt the lack of training to teach this type of work and considerable help was secured from the College of Agriculture and from local power companies. However, courses of study were worked out by the College Department of Agricultural Engineering, in cooperation with the workers in vocational agriculture, together with a list of sources of information so that in several cases this winter these short unit courses of from ten to fifteen hours have been given with practically no outside assistance.

In other cases, and in departments where this development has not previously been tried, outside help is still largely depended upon. About fifteen of these part-time and evening schools in rural electricity have been held up to the present time. Practically all of the instructors, however, are including the study of rural electricity as an important part of the farm mechanics course.

In farm woodworking, I do not know that we are doing much different work from what is being done in most states. Our aim is to give training in such repair and construction as the boy will need to undertake when he actively engages in farming. Our shops are equipped with the kind of tools, lathes, and benches that we would expect to find in a good farm shop. We do not aim to train boys to make furniture or to work with machines with which their home shops are not likely to be equipped.

The approximate division of time now being given in this state to the various branches of farm mechanics work is as follows:

Farm machinery, 5 weeks.
Farm woodworking, 8 weeks.
Farm buildings, 2 weeks.
Repe and belt work, 1 week.
Harness repair, 2 weeks.
Soldering, cold metal and forge work, 4 weeks.
Farm lighting and water supply, 4 weeks.
Gas engine and automobile, 6 weeks.
Concrete work, 2 weeks.
Leveling and surveying, 2 weeks.

Unusual Shop Work

E. B. Nelms,
State Supervisor, Oklahoma.

Guymon boys are handy with tools in doing the unusual in work and, some unusual shop work about the farm. Skill along these lines is one of the aims of vocational agriculture which they all study under the direction of D. A. Dobbins at Guymon High School.

Perhaps one of the most unusual shop jobs was the overhauling of an OX5 Engleer airplane by Dannie Birt, vocational agriculture student, and his older brother.

Harold Bartels, another Guymon Future Farmer, constructed a wind-driven electric generator at a total cost of $15.50 for material with 30 hours of labor.

The airplane is used on the Birt place in emergency to rush repairs during harvest and plowing seasons. It is a hobby, too, of Dannie's older brother. In the overhauling, in the farm shop, they put in new piston rings, ground valves, tightened valves, and put in a new oil pump.

The brothers also made a windshield for a motorcycle on which Dannie rides 30 miles to school. In this country of big distances, he finds the motorcycle, doing 75 miles per gallon of gasoline, his cheapest transportation.

Harold Bartels purchased a 31-foot metal windmill tower from a neighbor by exchanging work. A rebuilt Ford generator was used for producing the current. It was geared three to one, in order to have enough speed to charge in a low wind. The gear was made of a Ford cam-shaft. The propeller was fashioned of white pine, painted with unlined enamel clear varnish.

A four-mile wind brings the ammeter over to five, in a ten-mile wind the battery can be charged in 12 to 14 hours. Little attention is required by the machine. The generator is used to charge the batteries on the home farm and Harold charged eight batteries for neighbors in the first two weeks after completing the generator.

Harold and his father installed all of the plumbing fixtures and gas lines, used in the farm home, which is modern through and through. His shop is equipped to do hot and cold metal work which can be used in many jobs on the farm. They also have equipment necessary to do any woodworking on the farm.
note-book is also recorded the absences and the work to be taken up at each laboratory period.

Some of the advantages of this system of grading are:
1. Added incentive for more and better laboratory work because points are given according to quantity and quality of work done.
2. Added incentive due to the graphically displayed of the points earned by each student, giving a comparison between his work and that of others in the class.
3. Detection of the loafer, bluffer, or poor student early in the course.
4. Ease with which the mid-term or final grade may be made out. The total points made during the quarter divided by ten gives the final grade or provides for the ranking of the students for grading by any other system.

EDITOR'S NOTE: Altogether the above article has reference to a college course in farm mechanics, the suggestions made should prove adaptable to the high school course. Many of these suggestions are in line with articles which have appeared previously.

A Weighing Trailer

R. E. JEFFSON,
State Supervisor,
Nevada

AT THE beginning of the present year the boys enrolled in farm shop at Virgin High were fortunate in having a new, well-built shop in which to carry on their work. However, the fact must not be overlooked that these boys did the greater part of the labor in putting up the building last year. Their work in erecting it has greatly stimulated their interest in the farm mechanics program.

As an evidence of the interest shown by the 19 boys enrolled in farm shop work the following is a list of their completed work so far this year: 25 saws reconditioned and sharpened; 19 poultry self feeders made; 3 grain markers constructed; 30 household articles soldered; 3 gates for irrigation ditches; 5 double-trees; 4 ironing boards; 8 handles put in axes; 5 handles put in hammers; 8 tool boxes built; 8 poultry watering troughs; 13 soldering cooperers made; 3 book racks; 6 single-trays; 16 axes sharpened.

Other miscellaneous jobs that have been completed are: sharpening chisels, punches, knives and bits; making cleavers and pins; milk stools; hog troughs; bread boxes; putting tongues in renovator and plow; sewing soles on shoes and making small cabinets for supplies.

In addition to these things several articles of equipment have been made for the school, including a cupboards for athletic supplies, a dress hanger for the home economics department, a magazine and paper rack for the library and a poultry catching crate for the agriculture department.

During the month of January special instruction was given in leather work. Each boy was required to clean, repair and oil one double set of harness as a part of his work for the month.

In Virginia Valley there is a definite need of work in farm mechanics and the high school is attempting to fill this need by training vocational agriculture students along this line.

The members of the Cisco vocational agricultural classes have 23 calves, 81 lambs and 10 pigs on feed. These boys will exhibit their animals at the Southwestern Exposition and Fat Stock Show at Fort Worth in March and at a local show at Cisco February 27 and 28.
These Books Should Interest You

Farm Machinery and Equipment, by Harris Pearson Smith; McGraw Hill Book Company, 370 Seventh Avenue, New York, N. Y.; 36 chapters, 360 pages, including alphabetized index. Clear print, good paper, and binding, splendid illustrations. Price $3.50. Part I deals with the more important phases of physics which are of assistance in analyzing the design, operation, and adjustment of the machines taken up in the later chapters. A chapter giving a brief description of the various elements of a farm machine, together with typical application, and a chapter on selection of farm machinery with suggestions as to how of purchase are included in Part I. The main part of the book is given over to a discussion of the various types of farm machines, their design, construction, operation, and efficiency. Prices given special emphasis because of the importance of preparation the seed bed for all crops. Discussion of machinery arranged in logical sequence in which they are usually applied to the farm work, e.g., seeders, mowers, hay balers, harvesters, etc., followed by detailed descriptions of each. The book is a valuable source for farmers, mechanics, contractors, and anyone interested in the proper selection and use of farm machinery.

AGRICULTURAL EDUCATION INDEXED

Agricultural Education is now indexed in the Education Index published by the H. W. Wilson Company of New York City. This information will be of particular interest to agricultural education students and teachers. The index is printed annually and includes over 1,000 articles dealing with all phases of agricultural education. Practically all college libraries subscribe to the Index. Articles are listed by both author and title.

Have We Kept the Faith? by Prof. W. J. Allen; Century Company, New York; price $2.75. This book presents a unique challenge to the progressive school administrator and supervisor. The authors have, in their usual and characteristic fashion, challenged the static-minded school man within the confines of every chapter of the book. The call to education to meet the needs of society in the present race clear through the book, and at every point the issue is a clear one and the conclusions definite. Any teacher, administrator, or supervisor who is inclined to think the school system of the present has arrived, can well afford to give ear to the thinking set up by the authors. Their challenge to the conservation is clear cut, and the needs of the present are clearly set forth that no one can question the meaning of what the authors aim to set forth. Certainly "America is at the crossroads" and the question, "Have We Kept the Faith?" is one that the authors bring squarely to all forward thinking school men.

Livestock and Poultry Diseases, by W. A. Billings, D. V. M.; 495 pp., well illustrated with 56 photographic cuts, price $3.50; published by Macmillan Company. A valuable reference for both teachers and students. Should prove especially helpful in group work. An understandable and usable chapter on sanitation in disease prevention opens the book. Following this there are five divisions, each dealing with the health of one class of animals: cattle, horses, swine, fowl, and poultry. The book is written in a simple, direct manner, with an apparent attempt to avoid technical terms. When necessary, simple methods of first aid are outlined, and specific sanitation against contagious and parasitic diseases is carefully described.

Livestock Field Service Manual, available thru National Livestock Marketing Association, 605 South Dearborn Street, Chicago, Illinois, at $1 per copy. A booklet designed primarily for field workers in the co-operative livestock marketing. A comprehensive treatise on the subject of co-operative marketing of livestock, consigns, well illustrated with charts, and interestingly written. Of value to vocational agricultural teachers who are desirous of informing themselves on this important phase of the livestock business, and should prove especially helpful in evening school instruction.

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Blake Wins Essay Contest

JOE BLAKE, of Gonzalez, Florida, received a check for $15 from the American Royal Livestock Show because he kept his eyes open, his mind alert, and was able to express himself well in writing.

In other words, he was the winner of the Essay Contest conducted annually for vocational agriculture students in connection with the contests held in Kansas City, Missouri, each November. His essay title was "The Value of My Trip to the American Royal Livestock Show to My High School Work."

The winners and winnings in this contest, as supplied by Mr. A. M. Patterson of Kansas City are as follows:

First, $10: Ephraim Wall, Perkins, Oklahoma; Second, $15: Albert Fox, New Brunswick; Third, $8: Corinna Kinney, Supply, Oklahoma; Fourth, $6: Franklin Bond, Buffalo Center, Iowa; Fifth, $4: Clinton McCarty, Quinlan, Oklahoma; Sixth, $3: Ward Bander, Pauline, Nebraska; Seventh, $3: David Johnson, Stockton, New Jersey, eighth, $2.

Joe Blake's essay is given herewith:

The Value of My Trip to the American Royal Livestock Show

JOE BLAKE
Gonzalez, Florida

The value of my trip to the American Royal Livestock Show can never be accurately measured or comprehended. It was of great value to me. Why? Because it gave me a keener insight into the future of American agriculture.

My trip very forcibly brought home to me the fact that a new and better era of agricultural advancement is beginning and I truly believe that the foundation for this is being laid in the wonderful presentation of livestock shows throughout the country. Closely connected with this is the perfect co-operation of the livestock shows with the efforts of the Future Farmers of America in stimulating interest in all phases of agriculture.

The American Royal showed me what great opportunities there are for raising the standard of livestock production in my own state and what wonderful strides have been made in this respect throughout the United States. To me, the American Royal with all the purebred cattle, hogs, horses, sheep, and poultry, affords education that cannot be had in the schoolroom.

To have had the opportunity to participate in the judging of such high class livestock and to have been closely associated with boys from all sections of the country, was indeed an inspiration. The trip has enabled me to see those heights which a boy can obtain thru agricultural activities and caused me to realize how necessary good farming and good farmers are to the prosperity of our country.

My automobile trip to and from the American Royal has shown me what extensive amounts of labor and money the United States government is using for the building of good roads. It also gave me an opportunity to compare my own state with other states in the development of their farming districts.

In conclusion, it is my sincere wish that every boy interested in agriculture, and livestock in particular, may have the opportunity to attend the American Royal Livestock Show in Kansas City at some time in the future. I can assure them that they will receive an inspiration that will be lasting and a higher record for the business of farming.

New F. F. A. Charters Issued

THE Board of Trustees of the F. F. A. has made arrangements with the Welsh Diploma House of Chicago for the printing of new charters with up to date insignia and revised wording. These are now being issued to the states applying and qualifying and, according to W. A. Ross, executive secretary, will also be issued to states already in the organization if they care to surrender their old charters.

Promotes Scholarship

THE New Brunswick, New Jersey, Chapter of the Future Farmers of America offers a gold and a silver medal to the members of the graduating class who have done the best work in vocational agriculture. At the February graduation exercises, the gold medal was awarded to Thomas Voorhees, and the silver medal to Herman von Thun.

Collegiate Chapters of F. F. A. Authorized

By action taken by the House of Delegates of the Third Annual Congress associate collegiate chapters of F. F. A. for teacher training purposes were authorized.

Revised F. F. A. Manual

THE F. F. A. Manual has been revised and is now ready for distribution by The Farm Journal, Philadelphia, Pennsylvania. Advisers should order copies direct from the publishers. The cost is 15 cents per copy.

A few of the changes which have been made in this edition are as follows:

1. The standard material such as the constitution, ceremonies, and the like, has all been placed toward the front of the manual while the suggestive material such as sample chapter, minutes, and similar material has been placed toward the back. The emblem on page 12 has been brought up to date and an entire page given to the new Future Farmer Creed. The F. F. A. constitution has been left intact and stars have been placed at various sections through the constitution indicating where changes have been made. The amendment appears on pages 12 and 13 following the constitution. The summary of paraphernalia for chapter and state associations on page 13 is new and the ceremony for raising State Farmers to the degree of American Farmers on page 30 has been included. On page 35 some helpful material has been added on the discharge of important responsibilities in connection with the F. F. A. A good suggestive local program of work appears on page 44. The piano arrangement of the F. F. A. March, written by Captain Stannard, appears on page 55. It is hoped that F. F. A. members will learn to play the March and use it at various gatherings. A rather complete list of Future Farmer supplies appears on page 64.

Use of Insignia Limited

The F. F. A. insignia will be limited to use thereafter on pins, keys, watchfobs, medals, plaques, belt buckles, flasks, banners, pennants, arm bands, caps, and sweater emblems. This action was taken on recommendation of an Insignia Committee.

Project Marker Adopted

An official project marker is available, which is a 10 x 12-inch metal plate of 20-gauge material, having the F. F. A. emblem in color, on which the markers are to be placed at the F. F. A. boys' homes and will sell in cartons of 25 for $2.07 plus carriage.

The Texas F. F. A. has provided each local chapter with a sepia print of Henry Grosseclose of Virginia. This is to be framed and hung in the chapter headquarters as a compliment to the "Founder of Future Farmers of America,"
Why the “Future Farmers of America?”

C. H. LANE, National Adviser, Future Farmers of America

The organization known as the Future Farmers of America is an integral part of the program of vocational education in agriculture. The organization is composed of boys taking vocational agriculture in the public schools. Teachers of vocational agriculture act as advisers to local chapters of the organization; the state supervisors of agriculture or teacher trainers act as state advisers; and the Chief of the Agricultural Education Service of the Federal Board for Vocational Education is the adviser. The activities of the organization are those normally recognized in a sound program of vocational education in agriculture. The facts here presented are intended to answer the question, “Why a National Organization of F. F. A.?”

In attempting to answer this question I shall do it in mere outline lest we become lost in words and fine phrases. Let us then look at the question from four angles. First, from the standpoint of the boys. Second, from the standpoint of the teachers of vocational agriculture. Third, from the standpoint of what it is going to take to carry on the program of F. F. A. permanently; and fourth, from the standpoint of sound training in life activities and the improvement of farming.

The Vocational Pupil Is Served By the Future Farmer Organization Because:

1. Vocational boys have wanted an organization thru which they could indulge in competitive activities within their own organization.

2. Vocational boys have wanted an organization thru which they could claim credit for their activities rather than give this credit to some other organization, or even to the school as a whole.

3. The vocational boys have wanted not only local and state organizations but a national organization of their own.

4. Boys of the high school age want to belong to something big—the bigger the better—national organization of Future Farmers of America.

5. Boys of the high school age want an organization thru which the “gang spirit” can find expression under leaders chosen from among their own number.

6. Boys of the adolescent period want an organization thru which they may express themselves freely and on their own.

7. There is a “kick” in belonging to a vocational class which is supplemented by activities of the F. F. A.

The Teacher of Vocational Agriculture Is Served By the Future Farmer Movement Because He Has Needed:

1. An organization thru which he could teach and promote a co-operative spirit among vocational pupils.

2. An organization to stimulate interest on the part of the public in the activities of the vocational program.

3. An organization to take over some of the load that he has been carrying in general community activities.

4. An organization to call on for help when needed.

5. An organization thru which he could provide recreational and educational activities for his pupils.

6. An organization thru which true leadership may be developed.

7. An organization in which and thru which confidence may be established by the farm boy in himself and his occupation.

8. An organization to develop on a participating basis the right attitude toward country life.

9. A more effective device—an organization of his boys—for promoting thrift.

10. An organization which he could use to train his boys in worthy, rural and social activities.

To Carry On the Program Permanently Will Require:

1. A recognition of those principles of adolescent psychology—the doing of those things that boys like to do in the way boys like to do them.

2. A program for every chapter that calls for action at every meeting.

3. A program for every chapter that challenges each individual member within the chapter.

4. A set of goals which may be reached with a reasonable amount of effort.

5. An insistence that the conducting of meetings and the carrying out of programs set up be the work of the chapter and the chapter officers, and not the work or job of the local adviser.

6. The holding of as many meetings out of class time as possible.

7. The promotion of an organization thrift bank, under the direction of F. F. A. members.

8. The approval of public initiation ceremonies, which, in a large measure, should be a recognition of achievement of the pupil.

9. The approval of organized outings and sports events.

10. The encouragement of the competitive spirit of the organization.

In Order That the Future Farmer Organization May Give Training in Life Activities:

It is necessary that we set as our goal that every man who reaches maturity and remains on the farm shall have had during his youth an opportunity to come in contact with F. F. A. work and to take an active part in it.

Why? Because men thus trained, it is believed, will get a bigger vision of agricultural and rural life during their early years which will stay with them to their profit all the days of their lives. They will learn at the outset the source of agricultural information and how to use it by using it. Thus taught, they will begin their farm careers with a knowledge of and experience in co-operation and group action, one of the most vital needs of farmers. They will know how to conduct a meeting, how to play, how to take part in demonstrations, how to exhibit, how to serve, and more than all that those who have come in contact with F. F. A. work in their youth will have had presented to them the idea that the man most likely to succeed in life is the man whose mind and hand are trained in the things they are to do. Great numbers of them will be encouraged to go on to a higher education in agriculture, as a result of which life will have a bigger meaning for them and the country will be enriched by their larger vision and greater usefulness.

Weekly Star Again Provides $2,100

The Weekly Kansas City Star, under the editorship of W. A. Cockel, is for the third time sponsoring a total of $2,100 as prizes for boys who make outstanding achievements as Future Farmers of America.

The boy adjudged to be the best Future Farmer of America will be designated as the Star American Farmer and will receive $1,000 as an award; $100 each will be given to the outstanding American farmer in Arkansas, Colorado, Iowa, Nebraska, Oklahoma, Kansas and Missouri, $100 each will also be awarded to the best future farmer in eastern and western Kansas and in northern and southern Missouri.

Members of the Seminole Chapter Future Farmers cultivating celery on school farm. Sanford, Florida. Alex R. Johnson is teacher and chapter adviser. The Sanford High School is in the background. This Future Farmer Chapter won first place in the “Chapter Contest” conducted by the Florida Association, F. F. A. In addition to the honor of winning as the best chapter in the State of Florida, the chapter received a cash prize of $25 donated by the Chilean Nitrate of Soda Educational Bureau.

Agricultural Education, May 1931
Why the “Future Farmers of America?”

C. H. LANE, National Adviser, Future Farmers of America

The organization known as the Future Farmers of America is an indication of the ever-increasing importance of vocational education in agriculture. The organization is national in scope, taking vocational agriculture in the United States as its field of work. Teachers of vocational agriculture, state and local officers of the organization, the state supervisory officers of agriculture, the state and local farm clubs, and the Federal Rural Education Board for Vocational Education, are all co-operators in the activities of the organization, which are, therefore, those of a national, if not of an international, nature. The activities of the organization are those normally recognized and recognized at the state and national level, as well as in agricultural education in agriculture. The facts here presented are intended to give the general public an idea of the activities of the National Organization of F. F. A.

To Carry On the Program

Permanently Will Require:

1. A recognition of those principles of educational psychology—understanding the way in which boys think and learn and the way in which they like to work. The approach should be, therefore, in that direction.

2. A program for every chapter that is capable of being used for action at any meeting.

3. A program for every chapter that is capable of being used for action at any meeting.

4. A set of goals which may be reached by the students during the time of the program.

5. An attitude that the students are not to be treated as children and are capable of learning and growing.

6. Adequate and effective methods of carrying out the program.

The Vocational Club is Served By the F. F. A.

Organizations Because:

1. Vocational clubs have an opportunity to do an important job that will aid in the development of the youth of the country.

2. Vocational clubs have an opportunity to do an important job that will aid in the development of the youth of the country.

3. The F. F. A. is an organization that is capable of doing this work.

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The Teacher of Vocational Agriculture Is Served By the F. F. A.

Because He Has Needed:

1. The F. F. A. has been developed to fill this need.

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The Boy skateboarded at the best Multnomah Falls, Oregon, and received an F. F. A. certificate designating him as the American Farmer of the Year. The student will receive $1,000 as an award, $100 for expenses, and an additional $100 for expenses. The Missouri F. F. A. will also be awarded the prize for the best chapter in Missouri.

The organization of the competitive spirit of the organization.

In Order That the Future Farmer Organization May Give Training in Life Activities:

It is necessary that we set our goal that every man who raises a chicken could be taught and promote a co-operative spirit among vocational pupils.

2. An organization which thrives by being in close touch with the students who are in school, and which is capable of giving help when needed.

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This F. F. A. Chapter Gets $500

R. M. CEMENT, superintendent of the Yorkville High School, Yorkville, Ill., received the following letter:

The teacher of the Future Farmers of America is an indication of the ever-increasing importance of vocational education in agriculture. The organization is national in scope, taking vocational agriculture in the United States as its field of work. Teachers of vocational agriculture, state and local officers of the organization, the state supervisory officers of agriculture, the state and local farm clubs, and the Federal Rural Education Board for Vocational Education, are all co-operators in the activities of the organization, which are, therefore, those of a national, if not of an international, nature. The activities of the organization are those normally recognized at the state and national level, as well as in agricultural education. The facts here presented are intended to give the general public an idea of the activities of the National Organization of F. F. A.

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forms handled thru a local merchant should select a well rated merchant and request him to order a sample uniform from the Pool Manufacturing Company, Sherman, Texas.

During the discussion on the floor of the National Convention it was suggested that the uniform be worn at chapter meetings, fairs and on banquets, at other events and at state conventions. The uniform is neat and dressy in appearance and yet is sufficiently inexpensive to be within the means of most members. The uniform is thoroughly acceptable and, worn to school as clothing, is a real change boy less per day of primary school clothes.

**Uniforms**

- **42. Made of dark gray worsted set to 210's materials used.** The cloth looks even though it is the one hundredth time worn. It is made of select, long staple cotton and is closely woven for wear and service. The shirt as well as the other garments comprising the uniform are made of wool-silk fabrics. The shirt is what is known as a full cut style with box pleat and is adjusted length of the front. The front of the shirt above the buttons on the cuffs are in color “ducoed” in a slightly lighter blue than the shirt. The shirt has two roomy bellows pockets with button down flaps. Pantes $2.45. Made of genuine “Sweft-pred” knit of a heavier weight than the shirt. Swing type roomy pockets in the pants are made of heavy material for extra service. All points of strain are bar tacked to prevent stretching. Bottoms are 20 inches with 134 inch cuffs. Outside buttons are of colored wood and waist band and fly buttons are of solid aluminum, the most durable and satisfactory button for that purpose.


**Necktie** 50 cents. Four-in-hand type of old gold silk with initials F. F. A. painted in blue.

A black orumber jacket made of the same material as the pant was recently given tentative approval by the National Board of Trustees and is now available at 2$95 each.

Riding breeches and blazer of heavy worsted material were also given tentative approval but will not be offered until next fall as they are suitable only for winter use.

**How to Order Uniforms**

Mail orders for uniforms from chapters outside of the southwestern states may be sent to Walraven Uniform Co., 1309 Caruth Street, Dallas, Texas, or if desired the Pool Manufacturing Company can designate a local merchant to serve as dealer for F. F. A. uniforms.

### Alpha Tau Alpha

**HERBERT J. RUCKER**, National Secretary, Urbana, Illinois

*With the development of the teaching of vocational agriculture has come the birth and growth of a fraternal spirit among those engaged in that work. Some nine years ago Dr. A. W. Nolan, associate professor of agricultural education, University of Illinois, and a group of 16 men interested in teaching vocational agriculture organized the Alpha Chapter of Alpha Tau Alpha at the University of Illinois. Today, although young in years and service when compared to other professional fraternities, there exists six chapters, the majority having been organized within the past two years. These chapters are located in the University of Nebraska, the University of California, the George Peabody College, Nashville, Tennessee, the University of Florida, the Colorado Agricultural College, and Penn State College. Sam Houston State Teachers College, Texas, has made application.*

**The preamble to the Constitution expresses well the purpose of the fraternity—**

- (1) to develop a true professional spirit in the teaching of agriculture,
- (2) to help train teachers of agriculture who shall be rural leaders in their communities,
- (3) to foster fraternity spirit among students in teacher training for vocational agriculture.

The policy is to encourage and support every bona fide organization or effort in any university or college, the Future Farmers of America, and other similar organizations, looking to the improvement and the advancement of agricultural teaching. The fraternity is collecting information for the publication of its first national directory, and will contain the progress as well as the professional training of its 500 or more members.

### Thru the Mail

(Continued from page 166)

I hate to learn that any sacrifice in size was therefore necessary. I say this seriously because I know of no department you could eliminate or even limit wisely. By balance I mean the proportionate space given to: Professional Supervised Practice, Methods, Evening Schools, F. F. A. Activities, and the like.

"I am a cover to cover reader and enthusiast and agree with the editor in the 'kick' to Coan's March article on 'Changing Farm Practices Thru Evening Courses.' Then take Dr. Sutton's article and Dr. Getman's 'The Means and Ends of Life'-every one of these reveal a fervor and zeal that is contagious. Professor Davidson's article on 'organizing Bulletins . . .', and Professor Wheeler's 'Facts Take Fear Out of Fasting Farmers' gets down to brass tacks in real fashion. Wheeler's . . . they need further treatment . . . shows real insight into the jobs the instructor is up against with nearly all the materials available.

"Could tire you out with praises of all the helpful things in recent numbers—but I shall stop here. A few suggestions and I'll sign off! Beatty's 'The Problem of Handling Large Classes in Agriculture' needs more extended treatment. I fairly bristled at the implications in Professor Hamlin's boxed item 'Project Record Keeping' in February issue, tho you have recently published some excellent antidotes. I still feel an answer on my chest which I must trouble you and pestify you about it."

"Wish it were in my power to send you 500 subscribers! I sincerely hope your success with the paper partly compensates you for the personal leisure you must have sacrificed for it."

—Ray L. Hans, Teacher of Vocational Agriculture, Waltham, Conn.

### F. F. A. Chapter Contest Entry Date Extended

Esther P. Taylor, editor of American Farming and Agricultural Leaders Digest has issued a statement to the effect that entries in the Chapter Contest will be accepted to June 1.

The extension of time will offer an opportunity for many more chapters to enter the contest and compete for the prizes provided by the American Farming and Agricultural Leaders Digest.