"A good way to relieve the monotony of any job is to think up ways of improving it." Readers Digest, February, 1935.
THE TRIMUBERATE

It is very fitting that recognition be paid to those preparing the magazine for us. We wish you all of them well in future years. K. A. H. W.

THE SPECIAL EDITORS

TO THE group of men whose names are listed under this heading, we wish to express our appreciation of their efforts in preparing the magazine. We trust that each of you will continue to do your best in the future.

THE BUSINESS END

This issue of our magazine furnishes our readers with a wealth of information that is valuable to them. We are confident that this issue will continue to meet their expectations. We wish each of you all the best in future years.

VOCATIONAL EDUCATION AND CHANGING CONDITIONS

The economic changes in recent years have had a profound effect on vocational education. The changes have been both rapid and significant. The vocational education system must respond to these changes if it is to remain relevant and effective. The needs of society are constantly changing, and vocational education must adapt to these needs in order to meet the demands of the future.
A Comparative Study of the Performance of Agricultural and Academic Pupils

Subjects studied and Suses Theories
1. A percentage of Group 1 (students in agriculture) studied general science as a part of the school program, while neither of Group 2 students did.
2. Group 1 students received more reading instruction while reading assignments were more difficult for both Groups.

In order to secure definite information as to the ability, performance, and interests of students in agriculture, a study was made of two groups of students at State Teachers College, Farmville, Wisconsin. The study included all students enrolled in the Agriculture Department at the time of the study. The summary of findings of each of the aspects of the study is here given.

Comparative Intelligence

<table>
<thead>
<tr>
<th>Group</th>
<th>Differ.</th>
<th>Q.</th>
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<th>Median</th>
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<tbody>
<tr>
<td>I</td>
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<td>4</td>
<td>4</td>
<td>101.75</td>
<td>101.85</td>
</tr>
<tr>
<td>II</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>101.13</td>
<td>115.30</td>
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IQ Test Results

Group II students are not in vocational education. Perhaps their intelligence quotient is lower. A larger percentage of Group I students were on the fence, and the median average of the two groups is the same. This difference is not highly significant but may be indicative.

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The county agent on the street of a small town this fall and this conversation took place.

The farmer: "Did you know we have a new school of our community?"

The agent: "No, what kind have we?"

The farmer: "A school for old folks"

The agent: "Do you intend to go?"

The farmer: "No, I don't plan to go, but when I tug my potatoes this other day and mucked them up I eat them."

The agent: "But the boys and girls are going."

The farmer: "I guff and went to town, bought a new outfit and am now ready to take care of the problem."

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Only the college grades for the pupil who is not in vocational education are considered. The studies were too small for the results of other groups, except students in agriculture, to be considered. The הכלology of the study is that the college grades of students in agriculture are better than those of students in academic education.

Men and women have been given a new lease on life by this farming. The theme of education that this movement is rich with glorious stories of discouraged men and women being made over. They have more interest in living and doing something. They do not think much of doing nothing. They go to their schools and are ready to learn.

You can see that there is a real and vital place for vocational education in this and every other program of our country. The vocational education of men and women is essential to the social contact with the people who need training. It is a great tool for developing new opportunities for vocational education.

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FORMULA FOR CALCULATING GRADES IN VOCATIONAL AGRICULTURE

P. S. LOWE, Teacher of Vocational Agriculture, Franklin, Indiana

WHAT kind of a system do you use in calculating grades for pupils in vocational agriculture? Is the grade awarded on the grade, considering all work done during the year, or do you use some other system? Do you use a definite formula for calculating the grade? What is your formula? This article presents a formula for supervised farm practice program which the author has found to be successful in a number of schools.

The method of calculating grades by any system you adopt should be explained to the class so that they know at what time the grade is to be given. The grading system should be so designed that the pupils can see at any time how they stand in relation to the work required of them.

LIVESTOCK ENTERPRISE

For the purpose of calculating grades, the pupils are divided into four enterprises:

1. Breeding and raising cattle
2. Breeding and raising hogs
3. Breeding and raising poultry
4. Breeding and raising sheep

The number of points awarded to each enterprise is determined by the number of points awarded to the enterprise in which the pupil is enrolled.

Livestock Enterprise Points for

Breeding and raising cattle 40 points
Breeding and raising hogs 30 points
Breeding and raising poultry 20 points
Breeding and raising sheep 10 points

FORMULA FOR CALCULATING GRADES IN VOCATIONAL AGRICULTURE: FARM PRACTICE PROGRAM

Class Work Points 25 points Class Work Points 25 points Class Work Points 25 points
First year pupil 20 points Second year pupil 25 points Third year pupil 30 points
Second year pupil 25 points Third year pupil 30 points Fourth year pupil 35 points
By examining the above record the pupil can readily see that his weaknesses and improvements are evidenced by the number of points earned in each of the following areas:

Class Work Points 15 points Class Work Points 15 points Class Work Points 15 points
First year pupil 10 points Second year pupil 15 points Third year pupil 20 points
Second year pupil 15 points Third year pupil 20 points Fourth year pupil 25 points

Livestock Enterprise Points 15 points Livestock Enterprise Points 15 points Livestock Enterprise Points 15 points
Breeding and raising cattle 40 points Breeding and raising hogs 30 points Breeding and raising poultry 20 points
Breeding and raising sheep 10 points

Formulas for calculating farm production program points earned are as follows:

Crop Production Points 15 points Crop Production Points 15 points Crop Production Points 15 points
First year pupil 10 points Second year pupil 15 points Third year pupil 20 points
Second year pupil 15 points Third year pupil 20 points Fourth year pupil 25 points

The number of points awarded to each enterprise is determined by the number of points awarded to the enterprise in which the pupil is enrolled.

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Farm Problem Method of Teaching Vocational Agriculture

D. B. ROBINSON, Teacher of Vocational Agriculture, Kenton, Ohio

BEFORE any farm problem can come to the discussion, the members must have rural life added to them. To sell rural life to a group of farm boys would be like attempting to sell a store to a group of the inimicable and interested in it. He must be able to picture his farm compared with those of the urban life, and decide how this can be accomplished. As he proceeds, he begins to recognize: first, that certain qualities, such as cleanliness, leadership, organization, thrift, and selfishness are necessary to the success of any program. He also builds for himself a "Guidance for the Farmer Teacher." And while he studies the "Guidance," he guides programs and plans and arranges his own program to conform with the "Guidance." The problem of a specific nature will come to the discussion. This is the first individual piece which we shall use as a base for classroom discussion.

In a community where rural improvements are attempted, it is a live thing in the life of the teacher. The teacher is working with the different problems that arise in the rural community. For instance, should one of these problems arise in the community, the teacher may be called upon to work with the problem in a classroom. If the teacher is interested in the problem, and has had previous experience in the problem, he may be better able to work with the problem.

The teacher can follow with a discussion of the organization of Future Farmers of America, its objectives, the chapter program of work, the local organization of the national organization itself, and the general organization of the state itself, and the purpose of the state organization. The qualifications of leadership be brought up as qualities that can be pointed out to the boys. Furthermore, personal characteristics that can be stressed by ensuring the boys of their rural farm organizations. From such a discussion, the boys can be encouraged to work on their rural problems. The teacher can then be better able to work on the problem in the classroom.

Before any farm problem is presented, the teacher should have a good knowledge of the school of commerce, the school of agriculture, and the school of education. He should have a good knowledge of the school of education, as well. The teacher should have a good knowledge of the school of commerce, as well. He should also have a good knowledge of the school of education, as well.

HOW long should a farm periodical be continued? From that of a school, the farm periodical should be continued for a period of time that is necessary to the school. The farm periodical should be continued for a period of time that is necessary to the school. The farm periodical should be continued for a period of time that is necessary to the school.

After the analysis of the factors of the farm by which the periodical has been established, the teachers of the farm periodical should be continued for a period of time that is necessary to the school. The farm periodical should be continued for a period of time that is necessary to the school.
The Forgotten Man in Agriculture

L. R. Larson, Agricultural Instructor, Beaver Dam, Wisconsin

Most of the literature written about part-time education classes (those boys of the "laboring class") who have been away from school longer than 15 years have returned home to find the old neighborhoods a changed place. The stores have gone and the old landmarks are only a memory.

The problem is not new. It has been with us for many years. It has been solved in some places and not in others. The solution is not easy. It requires a great deal of planning and a great deal of money.

We are not going to solve the problem in one day. We are not going to solve it in one week. We are not going to solve it in one month. We are not going to solve it in one year. We are not going to solve it in ten years. We are not going to solve it in fifty years.

We are going to solve it in the long run. We are going to solve it in the future. We are going to solve it when the boys of the "laboring class" have learned to read and write and think and reason and act.

We are going to solve it when the boys of the "laboring class" have learned to think for themselves and to act for themselves.

The boys of the "laboring class" are not going to be forgotten. They are not going to be left behind. They are not going to be neglected.

They are going to be part of the future. They are going to be part of the solution. They are going to be part of the success.

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Supervised Practice

The Chronological Project Diagram

EDWARD G. AXTELL, Instructor in Agriculture, Enterprise, Oregon

IT WAS October. Nineteen freshman pupils were "stock." For some thirty minutes, they had been hearing over their first project budget and management plans. One boy, somewhat bored, turned to his neighbor and incidentally noticed enough native leadership to make up his mind to present to the group his account of the project he had started over the summer. "If we only had a picture of 1935, there'd be some of it," he thought, and suddenly blurted, "Why not?" Such a picture would be something to look at and see something concrete. Even the instructor might use it. So we set about it and after some discussion, we evolved the accompanying picture system of "drawing and 35.

Fig. 1. The boys' minds are clarified by the diagram, the writer says, although the instructor, go to the usual to gather understanding. What is the chief point of the diagram? It is that the boys' enterprises are carried through the period. Solid lines indicate fundamental animals or permanent stands of crops. Broken lines indicate possession of man or other products of the enterprise. Across these, are arranged chronologically, indicators of such minor managerial or operating job involved. Oblique lines indicate unapplied periods of young animals.

Adjacent to the animal enterprises on the chart appear the planting and harvesting activities which also is laid out in a plan on our chart upon which we indicate the pasture and feeding management. This helps a lot in both the drawing and in suggesting improved management.

At the bottom of the chart, we draw a section along the line, upon which we indicate all area devoted to pasture and feeding management. In our project, the writer believes is the introduction of a grazing system which will be helpful to the supervisors and to the groups working toward the same end. This is a summary, which is only a part of the whole diagram.

Using the Preliminary Farm Survey and Analysis in Building Programs of Supervised Farm Practice

(Financial by page 102)

FARM BUSINESS ANALYSIS FACTOR BLANK

<table>
<thead>
<tr>
<th>Year</th>
<th>Labor and Management Wage</th>
<th>Profit from Labor and Management</th>
<th>Farm Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>1935</td>
<td>$1,200</td>
<td>$600</td>
<td>$1,800</td>
</tr>
<tr>
<td>1936</td>
<td>$1,100</td>
<td>$700</td>
<td>$1,800</td>
</tr>
<tr>
<td>1937</td>
<td>$1,000</td>
<td>$800</td>
<td>$1,800</td>
</tr>
<tr>
<td>1938</td>
<td>$900</td>
<td>$900</td>
<td>$1,800</td>
</tr>
</tbody>
</table>

I. Volume of production

Acres in crop 100
Acre yields 150
Production by average of any crop
Total production of any crop
Total pounds of livestock

II. Balance

Number of head of productive livestock

III. Production

Bales of cotton produced per acre
Bales of oats produced per acre
Bales of wheat produced per acre

IV. Efficiency in operation

Man power units per acre
Cost acres per man
Cost acres per man

5. By developing a desire in him to play the game well and bring his farm to the front.

Give the Boys More Opportunities

Every state should encourage and promote the fair. The departments in well-established shows and fairs should give increased opportunities to boys in vocational agriculture classes to exhibit what they have actually produced and to exhibit the products of one's own labor and management. It is the boys' mind, by their interest and enthusiasm, for the projects. In fact, the boys have worked out, created a new project, demanded much work to be worth while. But if these things do not stimulate

Lead Pupils Into Farming

One of the most important activities of teachers of vocational agriculture in our educational relief programs is to lead his vocational agriculture students to farm. This is a long-time project, requiring a lot of thought and planning. The opportunity to exhibit the products of one's own labor and management is a natural stimulus to a boy interested in vocational agriculture classes, especially in supervised farm work. Let us have more shows and fairs such as is described in the article on "Vocational Agriculture Shows" recently held at the National Stock Yards in St. Louis, Illinois.

3. By teaching him the value of cooperation.
4. By helping him to recognize favorable and unfavorable factors of his home farm.
5. By causing a desire in him to play the game well and bring his farm to the front.

The writer says, although the instructor, go to the usual to gather understanding. What is the chief point of the diagram? It is that the boys' enterprises are carried through the period. Solid lines indicate fundamental animals or permanent stands of crops. Broken lines indicate possession of man or other products of the enterprise. Across these, are arranged chronologically, indicators of such minor managerial or operating job involved. Oblique lines indicate unapplied periods of young animals.

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State Leadership Conferences

Activities of a Best Chapter

Young Men's Agricultural Association Organizes at Clarksdale

Future Farmers of America

Cooperative Egg Marketing Brings Large Premiums

The Young Men's Agricultural Association Organized at Clarksdale

The activities of a best chapter are indicated by the growth and development of the chapter. A chapter of F.F.A. members is a group of young men who are interested in farming and related fields of rural life. They are organized into local chapters, which are affiliated with the state organization, and the state organizations are affiliated with the national organization.

The Clarksdale chapter, located in Mississippi, was organized last year. The chapter is active in a number of activities, including public speaking, public relations, and community service.

The chapter has been very successful in its efforts to promote agricultural education and to increase the awareness of rural issues. The chapter has been very active in its efforts to promote the study of agriculture and to encourage young people to consider careers in agriculture.

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OWLs

Radio Talk by Dr. Harry C. Oberholser, of the Mistletoe Research, Bureau of Biological Survey, U. S. Department of Agriculture, during a program of the Future Farmers of America on the National Farm and Home Hour.

The Future Farmers of America were wise to select the owl to go on their emblem. Everybody knows the owl’s reputation for knowing as much about secrets as any person, and held this bird sacred to Minerva, goddess of wisdom. Perhaps it is the dignified appearance of an owl’s face that makes the bird look so wise. Our expression “gum-gum eyes” refers to this quizzical appearance, and it comes from “gum-gum,” a term used by the name of a large owl of India. An emblem is something that you look at, and it is therefore a good idea to have on an emblem something that looks wise. But, of course, I know that your vision goes deeper than looks.

Let me tell you a few facts about owls. Owls, you know, are in some respects strange birds. They have bills and feet much like hawks, but are more closely related to the whippoorwill. Owl’s eyes are large and set straight forward, whereas the eyes of other birds look side to side. This and the ring of stiff feathers that surrounds each eye give the head a striking appearance. Owls have unusually large ears which are sometimes different in shape and size on the two sides of the head. The real ears are hidden under feathers and the so-called ears of owls are only tufts of feathers. The feathers of owls are mostly soft and fluffy, and the flight is practically noiseless.

There are about 400 kinds of owls and they are found all over the world. About 30 are found in the United States. The largest is the eagle owl of Europe, 2½ feet long; the smallest is the elf owl of Arizona, only about 5 inches in length. One owl looks so much like a hawk that it is named hawk-owl. The barn owl has such a long queer-looking face that it is called “goose-faced owl.” The best-known kinds are the large barred owl, the great horned owl, the small screech owl and the burrowing owl.

Owls are abroad chiefly at night and are therefore more often heard than seen. Perhaps this fact has added to the awe of mystery that has surrounded these birds. The voice of an owl coming from the depths of the forest and the darkness of the night may well be a mysterious sound. The hoo, hoo, hoo, hoo of the great horned owl seems startlingly loud if close at hand; while the whoo-woo-hoo-woo of the screech owl is a delicious quavering moan. Perhaps the weirdest sound in the woods, however, is the call of the barred owl. Its ordinary notes are loud enough to be heard a long distance; while its other, occasional vocal performance is positively unrecognizable. And reminds me of the voice of a person in greatest distress, or of the screams of a pair of lunatics. Imagine such a sound breaking out suddenly nearby in the night! Most owls lay their eggs in holes in trees or in the nests of other birds. The burrowing owl, however, uses a hole in the ground, either the burrow of some other animal or one dug by itself. The old story that the prairie dog, burrowing owl, and kit fox all occupy the same hole at one time is long ago shown unfruitful. A burrow might have been used first by a prairie dog, then by an owl, and later by a snake, but neither the prairie dog nor the owl would be there with a rattlesnake, unless it was inside the snake.

Eggs of owls are white and roundish. The young are queer little fellows, usually covered with down. The young burrowing owl if taken from the nest becomes soon a very interesting pet.

In habits owls are always interesting. The mewing antics are grotesque bowings and flutterings, and are sure to attract human attention, even at the prospective owl mates. The burrowing owl stays much on the ground; but everywhere is most polite, continually bobbing and bowing.

In choosing the owl to go on your emblem, you Future Farmers of America have chosen a bird that is one of your best friends. The owl eats your enemies.

The food of owls consists chiefly of mammals, birds, grasshoppers, other insects, frogs, crayfishes, snakes, lizards, snakes, scorpions, fish, earthworms, and spiders. These birds have often been accused of great destruction of poultry, game, and song birds but, except under unusual circumstances, most owls, like most hawks, do very little damage to other birds. On the other hand, they destroy great numbers of mice, rats, pocket gophers, grasshoppers and other verminous insects, they fully earn the right to protection. One exception among our owls is the great horned owl, which is often destructive to game birds and poultry. When chickens are allowed to roost in trees, this owl, which seems to prefer prey on the wing, is a curiosity way of forcing a hen or rooster to fly from a perch. By sitting on the branch beside the fowl the owl quietly edges the chicken toward the end of the limb until it flies off, when the owl pouces upon it and bears it away.

Therefore, if you Future Farmers of America need a stuffed owl for your chapter, let it by all means be a great horned owl, and carefully protect all the other owls. They are your helpers in your fight against rodents and insects.

Activities of a Best Chapter

(Continued from page 158)

were crowned and attractive prizes given to holders of lucky entrance tickets. The gross proceeds from the Rukus amounted to $85. The event will be conducted along similar lines this year.

The boys are also looking forward to completing several other items of work before the close of the school year, including sponsoring an all-school party, conducting a father and son banquet, electing a new officer of the Student Council, holding food cooperatively, holding demonstrations in rural schools, organizing an F. F. A. Chapter in another town, organizing a basketball and baseball team, and sponsoring a high school judging contest.

Preparation of Project Job Plans

(Continued from page 151)

The student copy of his corrected set of approved practices into his record book as a guide to follow. It is also a basis for me to check the boy on his project work. I found that the list of standard or approved practices I have made out for all the major jobs in all the enterprises taken up by my agriculture students has helped me more than any one thing I have done to get better project work. A sample of this type of planning follows:

Major Jobs I Will Have in My Cantaloupe Project:

1. Selecting the ground. (October)
2. Choosing varieties and buying the seed. (March)
3. Fertilizing the ground. (April)
4. Preparing the seedbed. (April)
5. Planting and capping. (May)
6. Cultivating and thinning. (June)
7. Irrigating. (June)
8. Controlling aphids, drought, and other pests. (June)
9. Picking, packing, shipping, and marketing. (August)
10. Keeping project records, summarizing and analyzing.

JO’s Standard or Approved Practices in Planting and Capping Cantaloupes.

1. Plant about May last, or as soon as the ground warms up.
2. Plant from 1 to 2 pounds of seed per acre.
3. Plant in rows 5 feet apart.
4. Make holes about 6 inches long, 4 inches wide and 1 to 2 inches deep, and about 4 feet apart in the rows.
5. Scatter 6 to 12 acres of seed in the hole; do not bunch them.
6. Cover with about 1 inch of moist soil well firmed down on the seeds.
7. Scatter some loose dry soil over the top to make a mulch.
8. Plant a good grade of capes on immediately after planting.
9. When plants are about 1 inch high remove cap, thin, hoe and replace the cap.
10. Start hardening plants as soon as weather will permit, by raising side of cap away for prevailing winds.

Reference Used:

1. Father and Uncle.
3. The Farm Garden—F. B. 1873.

Agricultural Education April, 1936